

**Grade 3 Assessment
in
Reading and Numeracy:
Educator Consultation Document**

May 2000

**Manitoba
Education
and Training**



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INTRODUCTION

Improving student achievement must be the ultimate goal of any initiative related to student assessment. From the parent¹ to the classroom teacher to the Minister of Education and Training, everyone has a role to play in the education of Manitoba's children and youth. The *Grade 3 Assessment in Reading and Numeracy: Educator Consultation Document* gives an overview of the department's proposed plan for a province-wide, classroom-based Grade 3 student assessment.

It provides an opportunity for teachers and educational partners to learn more about the assessment proposal for Early Years children, and to share their views with Manitoba Education and Training. A condensed consultation document and survey specifically designed for parents is also available.

Within this initiative, school divisions/districts would choose from a selection of approaches to assess the reading and numeracy of each Grade 3 student. This assessment would occur during the fall months. Schools would provide parents with a report on their child's foundation knowledge and skills in reading and numeracy at the beginning of Grade 3. Educators would consult with parents to develop follow-up plans for students experiencing difficulties.

The content of the *Grade 3 Assessment in Reading and Numeracy: Educator Consultation Document* is organized into two sections:

- Section One: Reading and Numeracy Assessment
- Section Two: Assessment Approaches

Teachers and educational partners are invited to provide feedback on this proposed initiative using the enclosed survey. Your input is important.

¹ In this document, the term "parent" refers to the child's primary caregiver.

SECTION ONE

Reading and Numeracy Assessment

Student Assessment and Evaluation

Beginning at Kindergarten, teachers plan instruction, teach, and assess what they have taught. Assessment and evaluation play an essential role in contributing to and supporting high levels of student achievement and the continuous improvement of learning for students as they progress through the school system. Teachers use ongoing assessment and support plans to assist them in teaching a variety of learning outcomes within each curriculum.

There are three basic types of assessment: formative, summative, and diagnostic. Formative assessment is used on an ongoing basis during teaching and learning to provide feedback regarding the degree to which students are meeting learning outcomes (what students should know and be able to do) in the curriculum. Summative assessment is used at the end of a unit of instruction to grade, certify, or provide information about students' skills and abilities as they relate to the student learning outcomes. For some students who experience difficulties learning, diagnostic evaluation is used to identify specific problems that may be preventing students from achieving these outcomes. An appropriate, balanced use of all three types of assessment is the best way to determine whether students are learning or have learned what they have been taught.

Teachers use a variety of approaches to measure student performance and knowledge, improve teaching and learning, and report on student progress and achievement. A balanced approach to assessment, using a variety of strategies, ensures that students and parents are given an accurate and well-rounded picture of what a student knows and can do.

Student Assessment Proposal: The Kindergarten to Grade 4 Context

Most students find school stimulating and interesting. For some students, however, learning can be challenging and difficult, especially if the foundation skills of reading and numeracy are not yet sufficiently developed. Any proposal for student assessment in the Early Years must take into account that there will be students needing additional supports early in their school experience. Early identification and intervention are initiated by educators throughout Kindergarten to Grade 4 in order to increase the number of students developing age- and grade-appropriate reading and numeracy knowledge and skills.

Manitoba Education and Training is proposing a plan for student assessment at Grade 3 to support existing classroom practices. Within this plan, the department recognizes that classroom teachers are central to the assessment of their students' learning. The Grade 3 assessment is being proposed to ensure the early assessment and reporting of results to parents and the development of appropriate intervention plans at this important point in a child's education. School divisions/districts, in collaboration with educators, would select the most appropriate approaches for their assessments from lists endorsed by the department. Teachers would administer and analyze their own students' assessments. Teachers would then report the results of the assessment to parents and discuss any follow-up issues. The department would assist teachers in their work through the provision of planning guides and professional learning opportunities.

Proposed Provincial Policy Regarding Grade 3 Assessment in Reading and Numeracy

The proposed provincial policy regarding the *Grade 3 Assessment in Reading and Numeracy* would create a plan for assessing all Grade 3 students. It would be designed to assist in the consistent reporting of results and any follow-up plans to parents of those children enrolled in Grade 3.

The policy would ensure:

1. every student registered in Grade 3² would be *assessed in reading and numeracy* in the fall months;
2. *parents would receive a reporting form* that clearly describes individual results of the assessment and any recommendations for parent consultation;
3. consultation with parents to *develop a plan* if the assessment results suggest a need for follow-up activities including possible further assessment of a diagnostic nature; and
4. *implementation of an individual follow-up plan* for any child experiencing difficulty.

Assumptions

1. The *Grade 3 Assessment of Reading and Numeracy* would be administered in the classroom using departmentally endorsed assessment approaches and analyzed by regular classroom teachers during the fall months.
2. The *Grade 3 Assessment of Reading and Numeracy* would not be intended to provide information to be used for grading purposes. Rather, it would be intended to reveal the presence of foundation knowledge and skills in reading and numeracy. Any gaps in knowledge or skill would then become the basis for follow-up that might include learning and teaching changes and/or further assessment of a diagnostic nature. The results would be reported separately from the regular report card that provides information about student progress and achievement in each subject area.
3. The assessment would be based on the critical knowledge and skills students need as a foundation for success in Grade 3.
4. The department would assist schools and teachers by providing planning guides and professional learning opportunities to support the implementation of the *Grade 3 Assessment in Reading and Numeracy*.

Assessing Reading

Reading: *The process of using the reader's existing knowledge to comprehend and interpret the information suggested by the text and the context of the reading situation.*

Competent readers use self-assessment and reflection, and an assortment of knowledge, skills, and strategies to comprehend and interpret written texts. Children need to understand what good readers do in order to strengthen their reading abilities. Learning is maximized when children have a positive attitude toward reading, set personal reading goals and think about the knowledge, skills, and strategies they have that will help them understand what they read.

To gain a better understanding of children's abilities to read, it is important to use a variety of assessment approaches in the context of meaningful reading tasks. Multiple text samples from both familiar and unfamiliar texts should be used to assess children's critical skills and strategies for reading, including how predictions, confirmations, revisions and connections are made.

Reading assessments require the teacher to gather information on what the child knows and can do in the area of reading to allow for effective intervention where needed. Reporting results to parents in a meaningful and useful way allows parents to be actively involved in their child's progress.

² Students enrolled in:

- English Program
 - Français Program
 - French Immersion Program
- Assessment in reading and numeracy at the beginning of Grade 3.
 - Assessment in "lecture" and "notions de calcul" at the beginning of Grade 3.
 - Assessment in reading and "notions de calcul" at the beginning of Grade 3.
 - Assessment in "lecture" at the beginning of Grade 4.

Assessing Numeracy

Numeracy: The knowledgeable and skilled use of numbers and quantities, requiring an understanding of quantity, measure and shape, and a variety of computational skills (e.g., addition, subtraction) and problem-solving strategies. Numeracy also requires a practical knowledge of how information is gathered and represented in society.

The Grade 3 numeracy assessment is based upon the belief that to become numerate, children need to have opportunities to communicate their mathematical thinking and to make connections between their knowledge of the world and mathematics-related applications. A range of assessment strategies gives teachers information to aid in the preparation of the best learning opportunities for students.

Children must be able to sort or categorize in order to recognize patterns and relationships. Geometric shapes and objects in the environment are tools that can be used to help children learn these basic skills which then allow them to process information, recall facts, make connections and solve problems. For most people, numbers have little or no meaning out of context. The study of quantity and measure, and the management and interpretation of data, provide natural contexts for learning about numbers.

Reporting Procedures

The support of parents is essential to the success of a Grade 3 assessment in reading and numeracy. The reporting form for the assessment (see next page for a sample) would be designed to provide useful and meaningful information to parents about what their child knows and can do in terms of foundation skills in reading and numeracy at the beginning of Grade 3. It would not be intended to replace a report card.

Parents would expect a reporting form that describes the individual results of the assessment and an opportunity for consultation and feedback (particularly when assessment results suggest a need for follow-up activities).

Planning for Student Success

Although most students progress smoothly in their development of reading and numeracy, there are some children in every grade who experience difficulty with age- and grade-appropriate knowledge and skills. Classroom teachers are central to the identification of students who would benefit from additional supports. Schools and school divisions/districts also have support teams consisting of resource and student services staff whose expertise is assessing and planning support for students who are experiencing learning difficulties.

Recognizing that a student is not keeping pace in developing appropriate knowledge and skills is the first step in beginning an intervention process. Once a child has been identified as requiring assistance, parents and teachers must explore factors that may be affecting the child's learning and plan appropriate interventions. The solutions are as varied as the children are, but for each student, there needs to be an individual follow-up plan that complements regular classroom learning and teaching.

A plan for intervention usually begins with more specific assessments by the classroom teacher and/or the resource teacher to pinpoint significant factors that are affecting student learning. Educators and support team members may conduct diagnostic evaluations that often include collecting information about a student's learning styles and needs. More in-depth diagnostic evaluations provide information needed to develop or adapt programming and provide a baseline to document progress.

GRADE 3 READING AND NUMERACY ASSESSMENT REPORTING FORM

Student: _____ Date: _____ School: _____ Teacher: _____

READING: FOUNDATION KNOWLEDGE/SKILLS	Independent Performance	Dependent Performance	Further Support Suggested	NUMERACY: FOUNDATION KNOWLEDGE/SKILLS	Independent Performance	Dependent Performance	Further Support Suggested
Self-Assessment and Reflection				Knowledge and Skills			
• Demonstrates positive attitude toward reading				• Sorts 3-D objects and 2-D shapes using 2 characteristics; identifies characteristics			
• Reflects on personal knowledge, and reading skills and strategies				• Describes and compares numbers to 100, and uses that understanding to create equivalent sets of coins to \$1.00			
• Sets personal goals for reading				• Recalls facts to ten (addition, subtraction)			
Skills and Strategies				• Counts and skip counts to 100; describes number patterns			
• Uses a variety of strategies to make and check meaning in context				• Identifies, recognizes, and writes number symbols to 100 and understands place value			
Comprehension/Interpretation				• Selects the appropriate unit (cm, m); estimates and measures lengths			
• Previews, asks questions, sets purposes when reading				• Measures and compares non-standard units (area, capacity, mass)			
• Recognizes and connects ideas before, during and after reading				Applications			
• Responds critically to texts				• Estimates and computes, mentally and on paper, to solve problems (addition, subtraction)			
				• Manages data and communicates conclusions			
GENERAL SUMMARY: READING <input type="checkbox"/> Beginning Grade 3 knowledge and skills <input type="checkbox"/> Requires support for beginning Grade 3 knowledge and skills/may require further assessment				GENERAL SUMMARY: NUMERACY <input type="checkbox"/> Beginning Grade 3 knowledge and skills <input type="checkbox"/> Requires support for beginning Grade 3 knowledge and skills/may require further assessment			

Key: **Independent Performance** – Demonstrates beginning Grade 3 knowledge and skills
Dependent Performance – With assistance and support demonstrates beginning Grade 3 knowledge and skills
Further Support Suggested – Further assessment and/or support is recommended

Teacher:
☐ I would like to discuss this Report. I will contact you to set up an appointment.

Parent:
☐ I have received the Grade 3 Assessment Report.

Parent:
☐ I would like to discuss this Report. Please contact me.

 Teacher's Signature

 Parent's/Guardian's Signature

 Parent's/Guardian's Name (please print)

 Telephone (day)

 Telephone (evening)



SECTION TWO

Assessment Approaches

The teaching-learning-assessing dynamic is a fluid, familiar pattern for educators and learners. Many of the assessment approaches that would be suggested for the *Grade 3 Assessment of Reading and Numeracy* are in daily use for a variety of purposes in classrooms across Manitoba. Effective assessment is¹:

- an integral part of instruction and learning;
- continuous and ongoing;
- reflective of meaningful learning processes and contexts;
- a collaborative and reflective process;
- multidimensional, incorporating a variety of tasks;
- developmentally and culturally appropriate;
- a process that accesses students' strengths;
- based on how students learn; and
- supportive of learning by offering clear performance targets to students.

There are a variety of approaches for assessing critical competencies (referred to as "foundation knowledge and skills" in Section One) at the beginning of Grade 3. Several approaches are represented on two matrices: *Assessment Approaches for Reading* and *Assessment Approaches for Numeracy*. These matrices attempt to distill many of the approaches commonly used in the classroom by teachers to reveal the degree to which students are developing competency in reading and numeracy and to aid in further instruction.

On each matrix, a brief description of each assessment approach and its purpose precedes the critical competencies for success at the beginning of Grade 3 in reading and numeracy. The competencies have been limited to fundamental elements to focus assessment and to provide meaningful information to parents.

The matrices also group assessment approaches into three categories (A, B, and C). Each category corresponds to the critical competencies through a series of checkmarks. For example, the sample *Assessment Approaches for Reading Matrix* suggests that Category A, which includes reading surveys and reading interviews, is best suited to assess the group of competencies in Self-Assessment and Reflection. In the *Assessment Approaches for Numeracy Matrix*, checkmarks are used to indicate the approach best suited for each specific competency. For example, the Structured Interview (Category A), Performance Tasks (Category B) and Open Questions (Category C) are suggested as optimal ways to assess the competency of Sorting.

A section devoted to the administration of the assessment approaches is provided to assist teachers in determining the amount of time required for each approach and whether the assessment might be completed with the whole class, with a group of students or an individual student.

The matrices are currently under development. Additional assessment approaches and information may be added or clarified. When completed, the final row of each matrix would also suggest specific tools whose particular strength is in an identified assessment approach.

Assessment tools would be reviewed in terms of:

- administration time, format and target group;
- contents (critical competencies);
- technical qualities (where available) such as standards of performance, linkages to outcomes, psychometric properties (such as validity, reliability);
- feasibility of use (including cost, availability, language, and reporting capabilities);
- design (as it relates to Early Years students);
- philosophy (in terms of congruence with Manitoba's curriculum implementation documents); and
- social considerations (such as Canadian content and ease of adaptation for special needs students).

¹ Adapted from MET. (1996). K-4 English Language Arts Manitoba Curriculum Framework of Outcomes and Grade 3 Standards (55)

Selection of Assessment Approaches for Reading

The Grade 3 reading assessment matrix presents three categories of assessment approaches, each of which focuses on different aspects of these critical competencies as follows:

- Approaches in Category A are intended to gain insight into the student's **attitudes, preferences and knowledge** about reading.
- Approaches in Category B are intended to gain insight into the student's **use of cueing systems** and related learner strategies.
- Approaches in Category C are intended to gain insight into the student's ability to **interact with, interpret and draw conclusions** from text.

The matrix lists all competencies and their sub-skills requiring assessment. For each item listed within each competency, at least one assessment strategy from Category A, B, or C would be selected. To aid in the selection, checkmarks have been used to indicate approaches best suited to particular competencies.

Selection of Assessment Approaches for Numeracy

The Grade 3 numeracy assessment matrix presents three categories of assessment approaches, each of which focuses on different methodologies for gathering numeracy information.

- The approach in Category A is intended to gain insight about the student's **understanding** of key concepts and processes.
- Approaches in Category B are intended to gather information about the student's ability to **apply** concepts and understanding to problems containing a **new mathematical element** that needs to be integrated into existing knowledge, and to apply mathematical concepts and understanding to problems in **different contexts**.
- Approaches in Category C are intended to gain insight into the student's numeracy knowledge and skills when responding to **open questions** and **quizzes**.

The matrix lists all competencies and their sub-skills requiring assessment. For each item listed within each competency, one assessment approach from at least two of the three categories would be selected within each competency. To aid in the selections, checkmarks have been used to indicate approaches best suited to particular competencies.

ASSESSMENT APPROACHES FOR READING MATRIX

English Language Arts

English LA—Immersion

Français langue première

Français langue seconde—immersion

Assessment Approaches	Reading Survey	Reading Interview	Observation Checklist	Running Record	Oral Reading and Miscue Analysis	Story Retelling of Text Read	Questions
	CATEGORY A		CATEGORY B			CATEGORY C	
Description	Reading questionnaire	Oral open-ended questionnaire	Observation checklist of reading behaviours from oral reading samples of an unfamiliar text	Technique for systematically observing students as they read orally an unfamiliar text	Technique for systematically observing students as they read orally an unfamiliar text	Technique by which the student expresses in own words the understanding of the text	Strategy where student answers a set of questions
Purpose	To gain insight into the student's attitudes, preferences and knowledge about reading	To gather specific information about the student's attitudes, preferences and knowledge about reading	To gain insight into the student's use of cueing systems, and other learner strategies	To gain insight into the student's use of cueing systems, and other learner strategies	To gain insight into the student's use of cueing systems, and other learner strategies	To gain insight into the student's ability to interact with, interpret and draw conclusions from text	To gain insight into the student's ability to interact with, interpret and draw conclusions from text
Beginning Grade 3 Reading Critical Competencies	Self-Assessment and Reflection • Demonstrates positive attitude toward reading • Reflects on knowledge, skills and strategies • Sets personal goals for reading	✓	✓				
	Skills and Strategies • Uses syntactic, semantic, graphophonic and textual cues to construct and confirm meaning in context		✓	✓	✓		
	Comprehension/Interpretation • Previews, asks questions, sets purposes • Attends to the ideas, makes\confirms\revises predictions, makes connections, monitors understanding • Responds critically					✓	✓
	Administration • Administration time • Administration format	15–30 minutes/group Whole group	20–30 minutes/student Individual	15–30 minutes/student Individual	15–30 minutes/student Individual	15–30 minutes/student Individual	10–30 minutes/student Individual/group
	Suggested Tools						

USING THE MATRIX

The matrix lists all competencies and their sub-skills requiring assessment (left column). Assessment approaches have been organized into three categories: A, B, or C. For each item listed within each bulleted competency, select an assessment approach from Category A, B, or C. To aid your selections, checkmarks have been used to indicate approaches best suited to particular competencies.

ASSESSMENT APPROACHES FOR NUMERACY MATRIX

Mathematics/Mathématiques

Assessment Approaches	Structured Interviews	Investigations/ Teacher Observations	Performance Tasks/ Teacher Observations	Open Questions	Quizzes
	CATEGORY A	CATEGORY B		CATEGORY C	
Description	Student responds to scripted questions while teacher records responses as well as impressions.	Student performs <i>open tasks</i> that allow the <i>exploration</i> of mathematical concepts.	Student performs authentic mathematical tasks that require the <i>application</i> of concepts, skills and processes.	Student responds to open-ended, open-development, and open-process questions.	Student responds to oral or written items.
Purpose	Teacher gathers information about student understanding of key concepts and processes.	Through observation, the teacher gathers information about student ability to <i>apply understanding</i> , to problem solve, to <i>construct new mathematical meanings</i> and to self-assess.	Through observation, the teacher gathers information about student ability to <i>apply concepts</i> , to problem solve, to make <i>connections</i> and to self-assess.	Teacher gathers information about student ability to apply concepts, to problem solve, and to make connections.	Teacher gathers information about a range of student knowledge and competencies.
Beginning Grade 3 Numeracy Critical Competencies	Skills and Knowledge				
	• Sort (3-D objects and 2-D shapes using 2 attributes; identifies attributes)	✓		✓	
	• Recall (recalls facts to ten [addition, subtraction]; identifies, recognizes, and writes number symbols to 100)	✓			✓
	• Number Sense (describes and compares numbers to 100, creates equivalent sets of coins to \$1.00; counts and skip counts to 100; describes number patterns, and understands place value)	✓	✓	✓	✓
	• Measure (selects the appropriate unit [cm, m]; estimates and measures lengths; measures and compares area, capacity, and mass [non-standard units])		✓	✓	
	Applications				
	• Estimate and compute , mentally and on paper, to solve problems (addition, subtraction)	✓	✓	✓	
	• Manage data and communicates conclusions		✓	✓	✓
Administration					
• Administration time	10–15 minutes	Varied and ongoing	Varied and ongoing	Varied and ongoing	10–15 minutes per whole class
• Administration format	Individual	Whole or small group	Whole or small group	Whole or small group	Whole or small group
Suggested Tools					

USING THE MATRIX

The matrix lists all competencies and their sub-skills requiring assessment (left column). Assessment approaches have been organized into three categories: A, B, and C. For each item listed within each bulleted competency, select one assessment approach from at least two of the three categories. To aid your selections, checkmarks have been used to indicate approaches best suited to particular competencies.

GLOSSARY

GLOSSARY

The terms listed in this glossary define the assessment approaches found in the *Assessment Approaches for Reading and Numeracy* matrices.

Reading Assessment Approaches

Reading Survey

During a reading survey, students respond in written form to questions. The survey provides information about students' attitudes towards reading, how they perceive themselves as readers, how they perceive reading, and their knowledge of reading strategies. This survey may be administered to a whole group in one session.

Reading Interview

During a reading interview, the teacher poses predetermined questions to individual students, listens to them, and writes exactly what they answer on the interview sheet. This interview brings out how students perceive themselves as readers, how they perceive reading, and their attitude and knowledge of reading strategies. The interview enables the teacher and students to interact in a collaborative context in which they share responsibility for the assessment.

Observation Checklist

The observation checklist is used to record how students perform an oral reading task. It allows the teacher to observe and record such features as fluency and reading strategies (syntactic, semantic, graphophonic and visual cues).

Running Record

The running record is especially useful for beginning readers, but may also be used with students of all ages who have reading difficulties. This simple tool requires minimum preparation. As students read, the teacher notes in code form on a sheet of paper whether the word was read as written or whether there was a miscue.

This systematic observation enables the teacher to:

- understand how students are reading each word in a text;
- appreciate how much progress has been made from one assessment to the next;
- analyze the difficulties encountered;
- observe what strategies students use to reconstruct the meaning of a text; and
- determine the difficulty of the text for each student.

Oral Reading and Miscue Analysis

Oral reading miscue analysis is an assessment technique used with oral reading to determine how students process print. While each student reads a text out loud, the teacher notes each miscue in code form on a photocopy of the text. Afterwards, the teacher analyzes the miscues. A miscue is said to occur when readers read something other than what is written. Miscues indicate the importance that readers give to semantic, syntactic, visual, and graphophonic cues. Research has shown that all readers are subject to miscues. Effective readers spontaneously correct miscues that alter the meaning of the sentence and ignore those that do not.

Story Retelling of Text Read

Story retelling is used as a reading comprehension assessment technique. Students are asked to retell in their own words what they have just read. It provides information about how students predict, infer, analyze and synthesize what they read. The advantage that story retelling has over questioning techniques is that it shows how students organize what they have understood as they reorganize the story, using the information that they consider important. To retell the story, students use prior knowledge and their knowledge about how writing is structured, giving the teacher an opportunity to gather important information regarding reading skills.

Questions

Questions are used to evaluate students' understanding of a passage. This assessment may be conducted orally or in written form, using various types of questions. The questioning calls on various mental processes, such as identification, selection, grouping, inference, prediction and evaluation. When used along with a retelling, comprehension questions supplement or verify the information provided in the retelling.

Numeracy Assessment Approaches

Structured Interviews

During a structured interview, the teacher poses predetermined questions to individual students, listens to them, and writes exactly what they answer on the interview sheet. The teacher also notes impressions about students' skills and knowledge regarding the degree to which students understand key concepts and processes. The interview enables the teacher and students to interact in a collaborative context in which they share responsibility for the assessment.

Investigations/Teacher Observations

Students are given authentic tasks that are designed to allow exploration of mathematical concepts. While the students are engaged in the task, the teacher observes children individually, gathering information about the ways in which they solve problems in different contexts, self-assess, apply their understanding of mathematics and how new mathematical meaning is constructed.

Performance Tasks/Teacher Observations

Students are given a task that is designed to provide an opportunity for them to apply mathematical concepts, skills and processes. While students are engaged in the task, the teacher observes children individually, gathering information about the ways in which they assess personal performance, apply mathematical concepts to the task, solve problems, and make connections with other knowledge and skills.

Open Questions

Open questions are designed to prompt students to apply concepts, solve problems and make connections mathematically to established questions. There are no prescribed methods for responding to the questions; rather, they are open-development, open-process questions. Because of this feature, teachers are able to observe the strategies, skills, logic, concepts, and connections students make as they work their way through the questions.

Quizzes

Quizzes may be written or oral. Especially valuable in areas of recall, number sense, and managing data, quizzes give teachers an opportunity to gather information on a range of student knowledge and skills.



Consultation Survey for Educators

Grade 3 Assessment in Reading and Numeracy

- Use an HB pencil only.
- Do not use ink, ballpoint, or felt tip pens.
- Erase cleanly any marks you wish to change.
- Do not mark other areas on this form.

CORRECT: ● INCORRECT: ✓ ✕ ● -

Program

Principal	104
Teacher	109
Resource Teacher	110



English	011
Français	452
French Immersion	103

The proposed policy regarding Grade 3 assessment in reading and numeracy is:

STRONGLY
AGREE

STRONGLY
DISAGREE

- | | | | | | | |
|---|----|---|---|---|---|-----|
| a. Comprehensive | 10 | 2 | 3 | 4 | 5 | 200 |
| b. Useful for parents | 9 | 2 | 3 | 4 | 5 | 199 |
| c. Useful for teachers | 7 | 2 | 3 | 4 | 5 | 183 |
| d. Fair to children | 17 | 2 | 3 | 4 | 5 | 214 |
| e. Done at the appropriate time of year | 11 | 2 | 3 | 4 | 5 | 205 |

Given the K-4 context, the Grade 3 assessment policy can play a supportive role towards improving education for students in the Early Years.

Comments regarding policy: _____

STRONGLY
AGREE

The critical competencies for reading are:

STRONGLY
DISAGREE

- | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|----|----|----|-----|
| a. Appropriate for grade level | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 207 |
| b. Useful for monitoring student learning | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 208 |
| c. Useful for programming for learning | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 209 |

The proposed assessment strategies for reading are manageable for classroom teachers. . . .

Assessment tools for reading are readily available. 211

Teachers will need professional learning opportunities to use reading assessment approaches. . . . 212

Comments regarding assessing reading: _____

Please complete other side

